DOCUMENT RESUME

ED 047 359 EA 003 269

TITLE	Policies That Support Excellence in Teaching.
INSTITUTION	National School Boards Association, Waterford, Conn. Educational Policies Service.
PUB DATE	Jul 70
NOTE	26p.; Cat. No 70-33
AVAILABLE FRCM	National School Boards Assn., State National Bank Plaza, Evanston, Ill. 60201 (One free kit with SEARCH certificate, 1-3 kits $2.00; 4-7 kits $1.80; 8-10 kits $1.60; 11 or more kits $1.50 payment should accompany orders under $6.00.)
EDRS PRICE	EDRS Price MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Board of Education Policy, *Educational Administration, Inservice Education, *Instructional Improvement, Objectives, *Recruitment, Teacher Evaluation, *Teaching, Tenure

ABSTRACT

Recognizing that the teacher's job is to teach, this kit sets forth the areas in which school boards can encourage and support good teaching in the classroom. School boards can establish policies that encourage the administration to recruit widely for the best possible teacher candidates. School boards can establish policies that set forth high standards and performance expectations. School boards can clarify their stand on instructional philosophy and instructional goals and objectives. School boards can make inservice education a viable part of the total school district operation. School boards can support the kind of environment that attracts and holds bright and imaginative teachers. School boards can set new demands on the administration to sharpen procedures for supervising and evaluating teacher performance. School boards can update their policies on tenure, transfer, and separation as instruments for eliminating deadwood staff. (Document previously cited in RIE as ED 044 541.) (DS)

ED0 47359

Policies That Support Excellence in Teaching

Cat. no.: 70-33

July, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EA 003 269

..a school board policy development kit prepared by the Educational Policies Service of the National School Boards Association

NSBA

ABOUT:

the School Board Policy Development Kits...

☐ School Board Policy Development Kits (and other policy development resources) are prepared by the staff of the EPS/NSBA Policy Information Clearinghouse. Announcements about the availability of new kits and other resources appear each month in the pages of **Updating School Board Policies,** the EPS/NSBA newsletter. Every registered member of the Educational Policies Service is entitled to receive one free kit as published when the request for a copy is submitted on a member's SEARCH Certificate. Materials distributed by the Clearinghouse do not necessarily reflect official viewpoints of the National School Boards Association. Additional information about EPS/NSBA is available from the headquarters of the National School Boards Association, 1233 Central Street, Evanston, Ill. 60201 and also from the EPS/NSBA Clearinghouse, 152 Cross Road, Waterford, Conn. 06385.

☐ **Rates:** 1-3 kits @ $2.00; 4-7 kits @ $1.80; 8-10 kits @ $1.60; 11 or more kits @ $1.50. Quantity rates prevail when kits are ordered in quantity. Cost of postage and handling is added unless payment accompanies order—and payment should accompany all orders under $6.00 in value.

© Copyright 1970 National School Boards Association

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
William E. Dickinson
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

POLICIES THAT SUPPORT EXCELLENCE IN TEACHING

Cat. no. 70-33 *July, 1970*

Dear Colleague:

Wise, forward-looking school board policies--based on solid research and drafted in consultation with the best minds from the ranks of faculty--can do much to support excellence in teaching.

But no policy can guarantee excellence.

This distinction between supporting and guaranteeing excellence is important. And it is a distinction that should give pause to school board members and cause them to ponder anew their responsibilities as policymakers.

In the realm of the classroom, the individual teacher--regardless of his ability, experience, maturity, emotional stability, sensitivity, or intelligence--is an infinitely more influential figure than any school board member or school administrator. Because of their positions in the community, board members and their superintendents may enjoy a certain status. But in the classroom the power belongs to the teacher.

Instruction is a personal transaction between teacher and learner. Good instruction is the result of a teacher's understanding of himself, his subject matter, and his mastery of method. Good teaching "happens" when these qualities are brought into effective combination. "Improved instruction cannot be dictated," says Robert J. Alfonso, of Kent State University. It cannot be produced through negotiated agreements, and it cannot be prescribed by board policy.

The teacher's job is to teach.

The board's job is to encourage and support good teaching.

The teacher's first responsibility is to meet the learning needs of all children assigned to his care, day after day after day.

The board's first responsibility is to establish those conditions in the school district which "invite" excellence in instruction, day after day after day.

The teacher is expected to meet his responsibilities at education's front line--the classroom. The board, however, must exercise its responsibilities from a secondary position and through its policy and budget determinations. The school board's influence on instruction is, admittedly, indirect. But what boards do and don't do by way of policies have tremendous consequences on what actually happens in the school district's classrooms.

In a moment, we shall turn to some of the specific areas where written policies relating to our topic are most needed.

But let's consider in a bit more detail the teacher's job.

The Peril of Bad Teaching

Perhaps no one in our society deserves more respect than the excellent teacher--the thoroughly professional practitioner in the arts and skills of instructing the young. About a decade ago, former New York City School Superintendent John J. Theobald expressed this respect beautifully in this end-of-term letter to staff:

> Teaching is not an exact science and never will be, for some of its finest results are learning born of an indefinable interaction between a dedicated teacher and an alert, responsive boy or girl. This kind of learning does not submit itself easily to measurement, but it enduringly affects a youngster's character long after much factual material has been forgotten. It is revealed in the form of right moral decisions, healthy attitudes toward people, rejection of the tawdry, and a search for the good and admirable. Your attempt to reach all of the children in this manner, trying to make sure that no child walks lonely through his school years, is the mark of the true teacher.

Such praise was undoubtedly earned by many dedicated teachers on Dr. Theobald's staff--but certainly not by everyone holding the honored title of "Teacher." Almost any school system--whether New York City's or Podunk's--is likely to have some deadwood among its faculty or, worse, some outright misfits. Some of these people are the kinds of individuals who walk out of college--with a certificate from the state that says "You can teach"--and walk into a classroom where they stay for 20 or 30 years, following the same dull, uninspired routines until it is time to toddle off to re-retirement.

George Bernard Shaw must have had teachers like that. He said: "School was to me a sentence of penal servitude."

His words are echoed today by the bright girl who said, "School gives me an Excedrin headache." They are also echoed in some degree by the current mood of restlessness and revolt among students. In the words of New Dimensions in School Board Leadership (NSBA):

> The ranks of the rebels--in the high schools as well as the colleges--are growing. And their numbers include some of our brightest boys and girls--young people of promise who are eschewing conventional school clubs in order to crank out underground newspapers, to experiment with pot, to turn on to psych-rock music, and to launch protests of school policies. To this kind of youngster, school is a bore.

Our children deserve exciting and excellent teaching. Indeed, the survival of our society demands it.

> "There is no excuse for letting another generation be as vastly ignorant or as devoid of understanding and sympathy as we ourselves," said C.P. Snow.
>
> "A free nation can rise no higher than the standards of excellence set in its schools and colleges," said John F. Kennedy.
>
> "Human history becomes more and more a race between education and catastrophe," said H.G. Wells.

Today's school boards must not tolerate bad teaching. In fact, it must actively pursue all feasible opportunities for raising levels of instructional performance.

What School Boards Can Do

O.k., one might ask, if instruction is a happening in classrooms, what can school boards do to support better teaching?

They can do much. Here are some of the specific areas where written policies are particularly important:*

° School boards can establish policies on GBC--Recruitment [the subject of our August kit] that encourage the admin-

---

* Underscored codes and terms are all from the EPS/NSBA school board policy classification system.

istration to scout a wide geographic area for the best possible candidates for teaching positions.

° School boards can establish policies on GBF--Teacher Orientation that establish for new and veteran teachers alike at the beginning of each school year high standards and performance expectations.

° School boards can do a much sharper job in clarifying what they really mean in their policies on IA--Instructional Philosophy and IB--Instructional Goals and Objectives. Specific aims that can be both attainable and measurable are much more useful than high-sounding rhetoric in advancing the cause of better teaching.

° School boards can make inservice education a viable part of the total school district operation through the instrument of policy GAD--Professional Development Opportunities.

° School boards can support, through its policy utterances, development of the kind of "environment for experimentation" throughout the school district that attracts and holds bright and imaginative teachers. (EPS references: ICC--Curriculum Development Research and IKA--Teaching Methods.)

° School boards can set new demands on the administration to sharpen procedures for supervising and evaluating teacher performance through policy statements GBH--Supervision and GBI--Evaluation.

° School boards can update their policies on GBL--Tenure, GBM--Transfer, and GBN--Separation as instruments for eliminating or at least removing deadwood staff from positions of responsibility.

° Money alone won't buy excellence. But such policy areas as GBA--Compensation Guides and Contracts, GBAA--Merit System, GBRHA--Sabbaticals, GBRHB--Conferences and Visitations, and GBRHC--Exchange Teaching (which all cost money) are all indirectly consequential to the goal of upgrading instruction.

The list above identifies only a few of the most important areas of policy determination that have an effect on what goes on in the classroom. School districts developing policy to the EPS

system should consult the complete descriptor list of Section G--Personnel and Section I--Instructional Program in their master *Educational Policies Reference Manual*.

Each descriptor suggests the need for a discrete statement of policy by the board and, in some cases, a companion administrative rule to implement policy. Additional information on utilizing the system may be found in the EPS handbook, *School Board Policy Development for the '70s*.

In developing policy relating to teaching, it is crucially important that faculty representatives be involved in the policy planning process. (EPS reference: GAC--Personnel Involvement in Policies and Rules Development.) In the final analysis, teachers and boards share the same great cause: the betterment of education for all children. Despite their sometimes heated exchanges at the bargaining table, they are not adversarial parties. They are partners.

Yet it is the board that is ultimately responsible for policy determinations. As the EPS handbook suggests, the "school board's final policy determinations represent key decisions that unlock many other decisions and actions."

Wisely drafted policies should result in unlocking classroom doors and letting in the fresh air of new ideas and more effective practices.

--William E. Dickinson
Director, EPS/NSBA

ABOUT THE EXHIBITS WHICH FOLLOW

The buff policies, yellow rules, and green information statements which follow are supplementary to those which may be found in the *Educational Policies Reference Manual*. Be sure to consult Sections G and I in order to "retrieve" these valuable exhibits as additional resources for your deliberations on policy matters that relate to excellence in teaching. EPS member organizations are also invited to make full use of SEARCH Certificate privileges to get additional sample materials on demand.

EPS/NSBA File: (GBBAA)*

TEACHERS

The ideals and ambitions of youth gain inspiration and encouragement from the devoted teacher. The classroom teacher is recognized as the heart of the school system with the efforts of the Board of Directors and other employees directed toward assisting and supporting him in his work.

The major function of the teacher is to provide instruction to the pupils in accordance with the law and the policies of the Board of Directors.

The teacher is under the general direction of the superintendent and immediately responsible to the principal in the performance of his duties.

SOURCE: School District #21, Port Angeles, Wash.
DATE: 1967

* *NOTE: See page 28 in the EPS Handbook, School Board Policy Development for the '70s, for filing information on "Professional Staff Qualifications and Duties."*

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: (GBBAA)*

TEACHERS

The teacher in the Parkrose Public Schools is the educational leader who guides the learning, the interests and the activities of the children. The teacher should do his best, insofar as possible with the resources available to him, to see that the needs of all children are met. His work should facilitate the optimum development of each and every child.

Teachers of Parkrose are expected to be familiar with the provisions of Oregon State Law relating to teachers and pupils, with the policies, rules, and regulations of the local Board of Education, and with the courses of study and curriculum guides adopted for the work of their respective grade or department.

SOURCE: Parkrose Public Schools, Portland, Ore.
DATE: 1961

* *NOTE: See page 28 in the EPS Handbook, School Board Policy Development for the '70s, for filing information on "Professional Staff Qualifications and Duties."*

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

10

EPS/NSBA File: (GBBAA-R)*

TEACHERS

The following list of specific duties or functions of classroom teachers is not intended to be exhaustive of all possibilities but, rather, to outline some of the most important aspects of the job. A teacher in the Parkrose Public Schools has a responsibility to:

1. Supervise the work of pupils.
2. Direct and evaluate the learning experiences of the pupils in both curricular and extracurricular activities.
3. Plan and organize work in such a manner as to best meet the needs of each individual pupil.
4. Provide guidance to each pupil which will promote his welfare and his proper educational development.
5. See that the pupil and the school district get the maximum returns on all equipment, materials, supplies, and utilities used under his direction.
6. Participate in the planning and evaluation of the school program.
7. Maintain business-like relationships with parents and the community.
8. Provide for the care and protection of school property.
9. Provide leadership for students in developing good citizenship.
10. Participate in the business and activities of the faculty.
11. Maintain good working relationships with colleagues.
12. Maintain the necessary current records and reports.
13. Adhere to the Oregon Educators' Ethics Code as set forth in Section 3.55.
14. Perform such other duties as are assigned by the administration and the Board of Education.

SOURCE: Parkrose Public Schools, Portland, Ore.
DATE: 1961

* *NOTE: See page 28 in the EPS Handbook, School Board Policy Development for the '70s, for filing information on "Professional Staff Qualifications and Duties."*

ADMINISTRATIVE RULES SAMPLES (yellow sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: IKA

TEACHING METHODS

The Seattle Public Schools serve a large, complex, metropolitan community. Providing the best teaching and learning situations for each classroom requires the recognition of the broad range of cultural, social, and economic factors which are inherent in Seattle's many communities. A considerable amount of educational study and research has been devoted to the subject of teaching methodology and organization for instruction. Various teaching methods and organizations for instruction have been studied by Seattle School District commissions, committees, and study groups. Though many useful and noteworthy conclusions have resulted, the search continues for more information. The educational needs of a large, urban school district such as Seattle, the different rates at which children learn, the nature and great variety of subjects taught in the modern school, and the increasing body of knowledge suggest that there is no one teaching method or organization for instruction which could be used to advantage by all teachers for all courses and grade levels.

IT IS THE POLICY OF THE SEATTLE BOARD TO ENCOURAGE AND SUPPORT EXPERIMENTATION, VARIATION, AND FLEXIBILITY IN ORGANIZATION AND TEACHING METHODS WHICH MAY PROMOTE AND IMPLEMENT THE BASIC PHILOSOPHY OF THE SEATTLE PUBLIC SCHOOLS.

This policy recognizes the contributions made by educational researchers and affirms that teachers and administrators in Seattle can best meet the educational needs of our students by employing a variety of teaching methods and systems of organization for instruction. Moreover, this policy is an encouragement to creative and constructive study of the teaching process.

SOURCE: Seattle School District #1, Seattle, Wash.
DATE: Revised 1968

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: GAD

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The National School Boards Association recognizes that the continuous retraining and inservice education of teachers and other personnel is an essential ingredient to quality education in our rapidly changing society, and therefore we urge (a) the Congress to fund fully the authorized programs providing for teacher education and inservice training; (b) the school boards to encourage their administrators and faculty to develop such programs related to their needs; and (c) members of the education profession to take full advantage of such opportunities.

SOURCE: Resolution 17, NSBA Convention Proceedings
DATE: April, 1970

EPS/NSBA File: GAD

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Today's dynamic and rapidly changing society, with its tremendous accumulation of new knowledge and the attending obsolence in some areas of practice makes it imperative that all staff members--teachers, clerical, technical, operations, maintenance, and administrative personnel--be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide a quality educational program for all students being served by the Seattle Public Schools' system.

IT IS THE POLICY OF THE SEATTLE SCHOOL BOARD THAT A PROGRAM OF INSERVICE TRAINING BE ESTABLISHED TO PROVIDE AN OPPORTUNITY FOR THE CONTINUOUS PROFESSIONAL AND TECHNICAL GROWTH OF EMPLOYEES OF THE SEATTLE PUBLIC SCHOOLS' SYSTEM.

As a result of the operation of this policy, staff members will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff employing administrative and management techniques consistent with modern management development, will provide leadership which will assist each staff member to make a maximum contribution to the School District's effort to provide a quality educational program for all students.

SOURCE: Seattle School District #1, Seattle, Wash.
DATE: Revised 1968

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

PROFESSIONAL PERSONNEL EVALUATION

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service; and (d) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association insists that each educator have access to all items in his personnel file, except privileged communications related to his initial employment, and shall have the right to attach a written response to any item. A procedure shall be established to remove inappropriate or unfounded material from personnel files. A copy of any evaluation report placed in the educator's file must be given to the educator.

The Association further believes that use of subjective methods of evaluating professional performance for the purpose of setting salaries has a deleterious effect on the educational process.

The Association believes that the use of examinations such as the National Teacher Examination is an undesirable method for evaluating educators in service for purposes such as salary, tenure, retention, or promotion. Such examinations should not be used as a condition of employment of an educator when the candidate is a graduate of an institution accredited by the National Council for Accreditation of Teacher Education.

SOURCE: Continuing Resolution #6, "Evaluation and Subjective Ratings," National Education Association
DATE: Reaffirmed, July, 1970

INFORMATION STATEMENTS (green sheets) are distributed for information only. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: GBI

PROFESSIONAL PERSONNEL EVALUATION

A lay committee speaks on the importance of assessing teacher performance...

We are of the opinion that proper evaluation of teachers is a weak point in the system. Yet reasonably effective evaluation is crucial to the achievement of [educational] aims. A more proficient system should be established.

Evaluation should be annual regardless of tenure or other status, based on all informed sources including students, teachers, and administrators. Each source should be assessed fairly by the evaluating authority as to weight. The evaluating criteria should be related to the performance of teaching-learning duties, and they to the aims of the system. Final evaluative authority should reside in the chief administrative officer of the school concerned, with his performance evaluated annually by his superiors with serious consequences--supportive, adverse, or both.

Expanded Comments

Proper evaluation criteria, though necessarily overlapping, ought to include:

a. Ability to communicate with the young
b. Effective teaching style
c. Evidence of independent learning and teaching
d. Knowledge of, and excitement with, subject
e. Participation in curriculum-making
f. Experimental attitudes and ability to adjust to change
g. Participation in the governance of the school
h. Publications, degrees, memberships, honors, and performance as evaluated in the past.

Evaluative criteria inappropriate to either aims or performances of teaching duties are dress, manners, appearance, personal views, and popularity. (A majority of us would add to this list of inappropriate criteria accumulated graduate credits and cooperativeness.) Criteria such as "personality" and "emotional balance" should likewise be ruled out except as assessed in special cases by qualified professionals in psychiatry.

INFORMATION STATEMENTS (green sheets) are distributed for information only. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

Every evaluation should have supportive or adverse consequences, sometimes both. Pay raises, promotion, lighter teaching load, paid leave for study, more control of one's time, a desired transfer, official encouragement, counseling and guidance, and medical and psychiatric assistance are examples of supportive measures. Holding in grade, demotion, transfer within or out of the system, a fair trial on issues of competence, and dismissal are examples of adverse consequences.

Humanitarian considerations are surely acceptable in modifying adverse consequences of every kind, provided the damage to student learning effectively ceases.

Student participation in teacher evaluations at junior and senior high school levels, though it should not be required, should be formalized, perhaps by a sensible questionnaire. Teacher participation in the evaluations of other teachers should be formalized and documented but not required. Parents of children may be legitimately consulted or heard on teacher evaluation issues.

Teachers have a right to be informed as to the results of evaluations but not the identities of the contributors. The evaluations are otherwise to be treated as confidential within and outside the system. In a trial on competency issues, a teacher has the right to confront and cross-examine complainants and witnesses.

The ultimate authority as to evaluation, its consequences, and the weight assigned to information from contributing sources should reside in the senior administrative officer of the school concerned, in consultation with such other officers, teachers, students, and parents as he may choose. His annual and past performances of the evaluation assignment should be evaluated by his superiors, with consequences.

Though this outline of a system may not be defensible in detail, we believe its elements--frequency, documentation, assessment of evidence, criteria related to the aims of the system, practical rewards and penalties as consequences of each evaluation, wider participation, and a final authority which is itself evaluated--ought not to be rejected without good reason. The important function of teacher evaluation should be given wider parameters of time and cost. The cost of retaining incompetent teachers is incalculable.

SOURCE: Cleveland Heights-University Heights Lay Committee on a Philosophy of Education
DATE: 8/20/69

INFORMATION STATEMENTS (green sheets) are distributed for information only. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: GBI

PROFESSIONAL PERSONNEL EVALUATION

The Board of Education recognizes that the teaching process is an extremely complex one and that the appraisal of this process is a difficult and technical function. Nevertheless, because it is universally accepted that good teaching is the most important element in a sound educational program, provision shall be made to conduct appraisals of teachers' performances.

Appraisal of teaching service should serve three purposes.

1. To raise the quality of instruction and educational service to the children of our community

2. To raise the standards of the teaching profession as a whole

3. To aid the individual teacher to grow professionally.

Evaluation of teacher performance must be a cooperative continuing process designed to improve the quality of instruction. All professional employees are involved in the evaluation process. The teacher shares with those who work with him the responsibility for developing effective evaluation procedures and instruments and the responsibility for the development and maintenance of professional standards and attitudes regarding the evaluation process.

Therefore, the Board of Education delegates to the professional staff the responsibility of developing, organizing and implementing a system-wide program for evaluating the instructional process as one means to insure quality control of instruction.

SOURCE: Board of Education of Baltimore County, Towson, Md.
DATE: 8/29/68
LEGAL REF.: Ann. Code of Pub. Gen. Laws of Md. Art. 77-Pub. Ed. #155. Visiting schools and advising with principals, etc.

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: GBI-R

PROFESSIONAL PERSONNEL EVALUATION

1. All observations of the teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher. No evaluation of any teacher by any supervisor can be completed and filed unless the teacher shall have been observed at work at least twice. If, within a week of the second observation, the teacher requests a third observation, the evaluation shall not be completed until this third supervisory visit has been made. No teacher shall receive adverse comments from any observer in the presence of pupils.

2. Each teacher shall be given his evaluation report and shall have the opportunity to discuss such report with his supervisor and/or principal. After such discussions, the teacher shall sign the report, but the teacher's signature does not necessarily indicate agreement with its contents. The teacher may request a delay of one day prior to signing and filing of such report. At the time of signing, the teacher shall be given a copy of his evaluation.

3. Any unusual circumstances or conditions which may have had an effect on the teacher's performance shall be recorded on the evaluation report.

4. Any adverse evaluation of a teacher's performance filed by the teacher's supervisor and/or principal may be subject to the grievance procedure established by the Board of Education policy, but only on the grounds of bad faith and/or discrimination.

5. Upon written request, each teacher shall have the right to review, at a time mutually convenient, the contents of his file in the central office, excepting, however, any confidential references. At the teacher's request, a witness of his choice may accompany the teacher in such review. The review shall be made in the presence of the administrator responsible for the safekeeping of such files. Facilities shall be available for the teacher to make photostatic copies of such contents and records as concern his work or himself, except in circumstances beyond the control of the administrator.

6. A teacher shall have the right to answer in writing any complaints filed in his personal file and his answers shall be attached to the complaint and reviewed by the Superintendent of Schools or his designated representative.

SOURCE: Board of Education of Baltimore County, Towson, Md.
DATE: 8/29/68

ADMINISTRATIVE RULES SAMPLES (yellow sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: GBM

PROFESSIONAL PERSONNEL TRANSFER

The basic consideration in the assignment of professional personnel in the Seattle Public Schools is the well-being of the program of instruction. The appropriateness of the assignment will have a significant impact on the morale of the professional staff and the effectiveness of the total educational program.

IT IS THE POLICY OF THE SEATTLE SCHOOL BOARD THAT INSTRUCTIONAL PERSONNEL BE ASSIGNED ON THE BASIS OF THEIR QUALIFICATIONS, THE NEEDS OF THE DISTRICT AND THEIR EXPRESSED DESIRES. WHEN IT IS NOT POSSIBLE TO MEET ALL THREE CONDITIONS, PERSONNEL SHALL BE ASSIGNED FIRST IN ACCORDANCE WITH THE NEEDS OF THE SCHOOL DISTRICT, SECOND WHERE THE ADMINISTRATION FEELS THE EMPLOYEE IS MOST QUALIFIED TO SERVE, THIRD AS TO EXPRESSED PREFERENCE OF EMPLOYEES. IN ORDER OF SENIORITY IN THE DISTRICT, ALL OTHER CONSIDERATIONS BEGIN EQUAL.

In the case of vacancies in new or existing positions, favorable consideration will be given to qualified applicants among current employees.

SOURCE: Seattle School District #1, Seattle, Wash.
DATE: Revised 1968

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: IC (CF, GAC)

CURRICULUM DEVELOPMENT

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. Much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association urges local affiliates to involve members and those affected in the development and implementation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association further recommends that the profession, in cooperation with other interested groups, establish standards of quality that will prevent the distribution and use of inappropriate products.

SOURCE: Continuing Resolution #10, "Improvement of Instruction," National Education Association
DATE: Reaffirmed July, 1970

INFORMATION STATEMENTS (green sheets) are distributed for information only. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: ICC (CF, ME)

CURRICULUM DEVELOPMENT RESEARCH

The National School Boards Association urges that each school board: (a) try to budget at least 2 percent of local operating budgets for educational research and evaluation programs; accelerate implementation of such programs and exchange the information gained; (b) encourage evaluation of technological advance in education and support the use of tools or techniques that enhance the teacher's effectiveness or productivity; (c) develop a reasonably detailed budgeting system that includes periodic reviews designed to assist the board in policy planning and general oversight of the operation of its schools.

SOURCE: Resolution 20, NSBA Convention Proceedings
DATE: April, 1970

EPS/NSBA File: ICC (CF. ME)

CURRICULUM DEVELOPMENT RESEARCH

A lay committee speaks on the importance of the experimental spirit...

Enthusiasm and leadership are essential to successful experimentation with teaching-learning processes. The experimental process itself induces participants to work harder. Properly informed, students and teachers feel with reason that somebody cares about them as individuals. Concern of this kind is stimulating. A sense of importance emerges and each does his best because he and his group or class have special attention and strive to deserve it. The behavior is predictable and pertains to the process; it is apparently independent of the validity of experimental changes. We favor course and curricular experimentation as both processes and instruments of valid change. Both, we thing, ought to be permeating characteristics of the system.

Yet prototype approaches should keep the experiments manageable, diverse, and possibly competitive; and we stipulate a decent respect for evaluative evidence, even when imperfect, for feedback and control purposes.

SOURCE: Cleveland Heights-University Heights Lay Committee on a Philosophy of Education
DATE: 8/20/69

INFORMATION STATEMENTS (green sheets) are distributed for information only. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: ICC (CF. ME)

CURRICULUM DEVELOPMENT RESEARCH

The professional advancement of an educational institution depends, to a significant degree, upon the proper application of research findings. Improvements both of management and instructional functions require knowledge of prior and current research studies and of their implications for teaching and learning.

In recent years an increased awareness of the values of research and an improved understanding of research techniques and processes have paralleled the development of education as a profession. Adequately supported school systems provide staff resources to coordinate, guide, direct, and stimulate educational research within the educational systems.

IT IS THE POLICY OF THE SEATTLE SCHOOL BOARD TO ENCOURAGE A SPIRIT OF INQUIRY, INVESTIGATION, AND TO URGE THE APPLICATION OF ALL APPROPRIATE RESEARCH FINDINGS TO INSTRUCTIONAL AND MANAGERIAL PROCESSES. THE SUPERINTENDENT, THEREFORE, IS AUTHORIZED TO ESTABLISH WITHIN THE DEPARTMENT OF PLANNING AND RESEARCH THE NECESSARY RESOURCES TO PROVIDE EDUCATIONAL RESEARCH SERVICES.

Services provided should make it possible for the Board and the Superintendent to examine problems and plans in the light of the most current research, guide the District staff toward carefully prepared and thoroughly executed investigations of professional problems, and should establish and maintain liaison with other agencies, institutions, and organizations engaged in research studies of significance to the School District.

SOURCE: Seattle School District #1, Seattle, Wash.
DATE: Revised 1968

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: ICF

CURRICULUM DEVELOPMENT ADOPTION

A dynamic instructional program requires periodic alteration in the ongoing courses of study.

IT IS THE POLICY OF THE SEATTLE SCHOOL BOARD THAT NO COURSE OF STUDY SHALL BE ELIMINATED OR NEW COURSE ADDED WITHOUT APPROVAL OF THE BOARD NOR SHALL ANY BASIC ALTERATION OR REDUCTION OF A COURSE OF STUDY BE MADE WITHOUT SUCH APPROVAL.

This policy tends to stabilize the content of courses of study, reduce the possibility of numerous or extreme changes with requirements of new textbooks, materials, or instructional procedures and lessen the opportunity for an educational climate to creep into the school system unknown to and without approval of the Board of Directors.

SOURCE: Seattle School District #1, Seattle, Wash.
DATE: Revised 1968

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

EPS/NSBA File: IEG

DIFFERENTIATED STAFFING

The National School Boards Association recommends that all school staffing concepts be explored to improve and facilitate instructional programs. One such concept, differentiated staffing, holds promise for maximum utilization of the teacher's time and talents. This concept allows several benefits both to teaching personnel and to students:

A. It permits every child the opportunity to share and profit from excellence of teaching;

B. It allows financial recognition of excellence of teaching;

C. It permits maximum use of human resources within the community, e.g., teaching aides, paraprofessionals, and professionals outside the teaching profession (such as physicians, scientists, engineers, attorneys, university staff, etc.)

SOURCE: Resolution 19, NSBA Convention Proceedings
DATE: April, 1970

EPS/NSBA File: GBBA (CF, MK)

PROFESSIONAL PERSONNEL QUALIFICATIONS AND DUTIES

The National School Boards Association recommends more flexible certification requirements for individuals with special competence in individual disciplines or particular vocational specialties to permit persons well trained in their vocations to teach students in specialized programs without loss of accreditation of financial grants by the school district or course credit to the students, and endorses the Interstate Teachers Certification Compact. The Association requests that each state association support state legislation for adoption of the Compact.

SOURCE: Resolution 18, NSBA Convention Proceedings
DATE: April, 1970